

Rationale

Introduction

The world that we live in continues to change and advance at an incredible pace. For Indiana students to succeed in school, at work, and in the community they need more knowledge and transferable skills than ever before. Additionally, in order to be successful in an increasingly global society our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become proficient in multiple languages.

Indiana's World-Class Standards

In an effort to maintain high-quality academic standards, the Indiana Department of Education reviews and updates the standards for each grade level in each subject area at least once every six years. Indiana teachers, community members, and content experts at the university level collaborated to develop the *2010 Academic Standards for American Sign Language*.

Purpose and General Description of American Sign Language Standards in Indiana

Standards are statements that define what students should know and be able to do after certain amounts of time and at various levels of instruction. Standards serve as a gauge for excellence and are typically differentiated across a range of outcomes from minimum competencies to high levels of achievement. In an effort to develop rigorous standards for a quality world-class education, the Indiana standards revision task force consulted current research on language acquisition, a number of exemplary state standards and models, and the national framework for language teaching and learning.

The American Council on the Teaching of Foreign Languages (ACTFL) national standards task force developed eleven national standards for world language study. These standards are further classified into five goal areas that encompass all of the reasons to study a world language, commonly referred to as the five C's of world language education. The Indiana world language standards model is based on the goals outlined by these 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals:

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides ***connections*** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through ***comparisons*** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual ***communities*** at home and around the world in a variety of contexts and in culturally appropriate ways (*Standards for Foreign Language Learning in the 21st Century*, 2006, p. 31).

The eleven ACTFL national standards are captured by eight standards in the Indiana world language model, as shown in the table below. Additionally, while American Sign Language is by all rights considered a world language within the Indiana context, the standards development task force felt it important to remain true to the visual and manual nature of communication in American Sign Language. As a result, some modifications were made to each standard to better address the unique qualities of signed languages; however, the overarching concept of each standard for American Sign Language

remains parallel to that of its world language counterpart. Overall, these modifications are intended to ease implementation by Indiana American Sign Language educators.

	ACTFL National Standards	Indiana Standards for World Language	Indiana Standards for American Sign Language
Communication	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)	Standard 1: Learners engage in signed conversations on a variety of topics. (Interpersonal)
	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)	Standard 2: Learners comprehend American Sign Language on a variety of topics. (Interpretive)
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)	Standard 3: Learners present on a variety of topics in American Sign Language. (Presentational)
Cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of Deaf culture.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.		
Connections	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.	Standard 5: Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
Comparisons	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
Communities	Standard 5.1: Students use the language both within and beyond the school setting.	Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.	Standard 8: Learners use their knowledge of American Sign Language and Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.
	Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		

ACTFL Standards taken from *Standards for Foreign Language Learning in the 21st Century*, 2006, p. 9.

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content

should be taught, it does assist teachers in designing curricula as well as ensure appropriate articulation, consistency, and learning outcomes statewide.

Throughout the standards document, a number of examples have been included to provide additional context and clarity. The examples, however, are not meant to prescribe curriculum or mandate any particular sets of topics to be addressed in the classroom.

Use of *Indiana's Academic Standards for American Sign Language*

The intent of *Indiana's Academic Standards for American Sign Language* is solely for application in world language programs in which American Sign Language is taught as a new language to non-native signers. While there are numerous signed languages used around the world and throughout our state, these standards apply primarily to American Sign Language courses taught as part of a world language course of study at the middle or high school level in an accredited school program.

Target Language Use

In order to gain as much exposure to and practice with American Sign Language as possible, American Sign Language instructors should use American Sign Language to the greatest extent possible when interacting with students both within and beyond the school setting. Some teachers may find the use of English to be appropriate for some critical clarification and in-depth discussion; however, this strategic use of English should decrease as students' language skills improve.

Four Related Sets of Standards

The *2010 Academic Standards for American Sign Language* and *2009 Academic Standards for Heritage Language Learners* are added to the *2007 Academic Standards for World Languages*, which replaces the document published in 2000. The document now includes four sets of standards: Modern European and Classical Languages (K-12, 6-12, and 9-12 sequences); East Asian Languages (K-12, 6-12, and 9-12 sequences); American Sign Language (9-12 sequence); and Heritage Languages (9-12 sequence). This approach allows for articulation of standards with relationship to and similarities among one another, but also serves to distinguish the developmental differences that occur when learning the various languages within various instructional environments.

Currently, the Indiana Department of Education provides licensing for the following languages:

Modern European and Classical Languages	East Asian Languages	Global Signed Languages
French German Greek Hebrew Italian Latin Russian Spanish	Chinese Japanese Korean	American Sign Language

This list of languages is not intended to limit the languages that can or should be offered in Indiana schools. Teachers of languages not listed here should consult with the Indiana Department of Education to decide which set of standards is the most appropriate for that particular language. Any language for which Indiana certification currently exists, and for which there is a critical mass of students of the heritage language, may be offered as part of a world language course of study.

Proficiency Expectations

Students beginning American Sign Language courses at the high school level will be able to comprehend others and express themselves in some degree of American Sign Language at the end of their coursework; however, they may not achieve the ease of communication or acquire the signed nuances comparable to those of native signers.

Glossary

To better understand the *2010 Standards for American Sign Language*, the standards revision task force defined a list of terms that appear frequently throughout the work.

- **Active Global Participation:** The individual's personal participation and involvement in events or communication with other communities outside of his/her nation's borders or outside of his/her community's language.
- **American Sign Language:** Used in the United States, a medium of visual, gestural communication which includes combining hand shapes, movement, and facial grammatical signals to express meaning.
- **Authentic Resources:** Any materials made by and for native speakers and/or signers. Examples include printed, visual or audio resources that are produced within the target cultures.
- **Civic Engagement:** Service experience that engages the individual in responsible and challenging actions for the common good (*source: Learn and Serve Indiana*).
- **Community:** A societal group identified by shared geographical location, language, culture, interests, beliefs, and/or responsibility for its members.
- **Cultural Identity:** Adaptation of any cultural characteristics, patterns, and/or beliefs in one's daily life.
- **Culture:** The language, beliefs, goals, behavior patterns, social organizations, and products shared by a group of people.
- **Developmentally Appropriate:** What corresponds to the student's age and cognitive ability level for working on concepts, knowledge, skills, or tasks for learning.
- **Digital Visual Media:** All electronic devices that transmit visual information via a digitalized format (not in an analog manner).
- **Hand Shape:** The shape of the hand used to form the sign (ex. 1, 5, F, O) (Zinza, 2006, p. xix).
- **Global Awareness:** Mindfulness or sensitivity to a variety of perceptions of differing world cultures.
- **Iconic Signs:** Signs that resemble the things for which they stand (Baker-Shenk and Cokely, 1991, p. 37).
- **Language Structures:** Grammatical systems, organization or set of rules for how language is correctly expressed.
- **Location:** Where, in the signing space, the sign is produced (ex. Chin, chest, dominant shoulder) (Zinza, 2006, p. xix).

- **Non-Authentic:** Refers to materials that did not originate in the target language and/or cultures of study.
- **Palm Orientation:** The direction the palm faces during the production of the sign (ex. Up, down, towards the signer's dominant/non-dominant side) (Zinza, 2006, p. xix).
- **Parameters:** The components of a sign that affect its meaning. Four exist in American Sign Language: handshape, movement, palm orientation, location, non-manual.
- **Passage:** A portion, section, or paragraph of signed text.
- **Personal Enrichment:** Improvement or advancement of self via cultural awareness of others; activities which enhance one's quality of life.
- **Perspectives:** The traditional ideas, attitudes, meanings, and values of members of a society (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).
- **Practices:** The patterns of behavior accepted by a society that represent knowledge of "what to do when and where" (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).
- **Products:** Things created by members of the culture, both tangible and intangible (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).

References

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Grade 9 (comparable to Level I)

Standard 1

COMMUNICATION: Converse in American Sign Language

Learners engage in signed conversations on a variety of topics. (Interpersonal)

- 9.1.1 Use multiple greetings and farewells in new social situations.
- 9.1.2 Recognize and state information about self and others in simple terms.
Examples: Name, age, origin, physical attributes, etc.
- 9.1.3 Recognize and express a variety of simple feelings and preferences of self and others.
Examples: Likes and dislikes
- 9.1.4 Exchange familiar information and opinions in brief guided conversations.
- 9.1.5 Make basic requests and ask basic questions.
- 9.1.6 Recognize manual and visual strategies that facilitate communication.
- 9.1.7 Recognize and use culturally-appropriate non-lingual communication.
- 9.1.8 Recognize and use culturally-appropriate non-manual communication.

Standard 2

COMMUNICATION: Comprehend American Sign Language

Learners comprehend American Sign Language on a variety of topics. (Interpretive)

- 9.2.1 Understand and respond to classroom requests, commands, and directions.
- 9.2.2 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.
Examples: Identify main ideas and characters from a simple authentic signed story
- 9.2.3 Infer meaning through recognition of iconic signs.

Standard 3

COMMUNICATION: Present in American Sign Language

Learners present on a variety of topics in American Sign Language. (Presentational)

- 9.3.1 Recite folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.
- 9.3.2 Present simple prepared material on selected topics.
Examples: Dialogues, short skits, etc.
- 9.3.3 Describe objects, self, and others in American Sign Language in simple terms with teacher guidance.
- 9.3.4 Sign complete sentences with teacher guidance.
- 9.3.5 Practice production, form and use of space in signing through copying a signed passage.

Standard 4**CULTURES: Develop awareness of deaf culture**

Learners examine, experience and reflect on the relationships among the practices, products and perspectives of Deaf culture.

- 9.4.1 Recognize basic routine practices of Deaf culture.
Examples: Family interactions, greetings, table manners, eye contact, personal space/touch, etc.
- 9.4.2 Examine products, perspectives, and symbols of Deaf culture.
- 9.4.3 Examine factors that influence practices, products, and perspectives.
Examples: History, visual technology, education, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.

- 9.5.1 Describe basic objects and concepts from other content areas in simple terms.
Examples: Probability (refers to Mathematics 5.6.4), body parts and exercise (refers to Science 4.4.9), map skills (refers to Social Studies 6.3.2).
- 9.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in American Sign Language, identify and describe body parts used for various activities, use a map or locational technology to identify locations.

Standard 6**CONNECTIONS: Access and connect information through various visual media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 9.6.1 Use digital visual media and culturally authentic resources to build vocabulary.
Examples: Electronic dictionaries, telecommunications, TV programs, etc.
- 9.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.
Examples: Photographs, magazines, appropriate websites

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 9.7.1 Recognize the parameters specific to the signed language.

Examples: Handshape, location, palm orientation, movement, non-manual

9.7.2 Recognize and use simple language structures.

Examples: Singular versus plural forms, word order

9.7.3 Recognize and use formal and informal language.

9.7.4 Recognize and use authentic simple forms of address in a variety of familiar situations.

9.7.5 Identify some daily living patterns of other cultures and the learner's own culture.

Examples: Waking to an alarm, use of phone, presence of interpreters

9.7.6 Describe contributions from deaf culture in simple terms with guidance.

Examples: Closed captioning, football huddle, baseball umpire signals, etc.

Standard 8

COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings

Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.

9.8.1 Share language and cultural experiences from the American Sign Language classroom within the school and/or community.

Example: Use American Sign Language to teach basic vocabulary to friends and family, make simple presentations to family or friends using American Sign Language.

9.8.2 Recognize the use of American Sign Language in the learner's community.

9.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment.

Examples: Watch movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers

9.8.4 Research and present about a local and/or global need that is identified as authentic by Deaf culture.

Grade 10 (comparable to Level II)

Standard 1

COMMUNICATION: Converse in American Sign Language

Learners engage in signed conversations on a variety of topics. (Interpersonal)

- 10.1.1 Use multiple greetings and farewells in various situations.
- 10.1.2 Accurately state basic information about self and others.
Examples: Name, personality characteristics
- 10.1.3 Accurately express a variety of simple feelings and preferences of self and others.
Examples: Likes and dislikes
- 10.1.4 Exchange familiar information and opinions in brief conversations.
- 10.1.5 Make requests and ask different types of questions.
- 10.1.6 Use manual and visual strategies that facilitate communication.
- 10.1.7 Recognize and use culturally-appropriate non-lingual communication.
- 10.1.8 Recognize and use culturally-appropriate non-manual communication.

Standard 2

COMMUNICATION: Comprehend American Sign Language

Learners comprehend American Sign Language on a variety of topics. (Interpretive)

- 10.2.1 Respond accurately to classroom requests, commands, and directions.
- 10.2.2 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.
Example: Summarize the topics and some details of signed passages
- 10.2.3 Infer meaning and build language skill through recognition of iconic signs.

Standard 3

COMMUNICATION: Present in American Sign Language

Learners present on a variety of topics in American Sign Language. (Presentational)

- 10.3.1 Recite folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.
- 10.3.2 Present prepared material on a variety of topics.
Examples: Dialogues, skits, plays, etc.
- 10.3.3 Describe objects, self and others in American Sign Language with greater detail.
- 10.3.4 Sign complete sentences in limited contexts.
- 10.3.5 Practice pronunciation, form and use of space in signing through copying a signed passage.

Standard 4**CULTURES: Develop awareness of Deaf culture**

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of Deaf culture.

- 10.4.1 Investigate and report on basic family and social practices of Deaf culture.
Examples: Family structure, giving and receiving, cultural trends, etc.
- 10.4.2 Describe products, perspectives, and symbols of Deaf culture in simple terms.
- 10.4.3 Describe factors that influence practices, products, and perspectives.
Examples: History, visual technology, economics, etc.
- 10.4.4 Describe contributions from Deaf culture.
Examples: Closed captioning, football huddle, baseball umpire signals, etc.
- 10.4.5 Identify elements that shape cultural identity in Deaf culture.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.

- 10.5.1 Investigate and report on objects and concepts from other content areas.
- 10.5.2 Integrate content area concepts and skills through relevant activities.

Standard 6**CONNECTIONS: Access and connect information through various visual media**

Learners strengthen language proficiency and cultural knowledge by using current digital visual media and authentic resources.

- 10.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive language skills.
Examples: Electronic dictionaries, telecommunications, TV programs, etc.
- 10.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.
Examples: Video clips, advertisements, etc.

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 10.7.1 Recognize and use simple language structures.
Examples: Singular and plural forms, word order

- 10.7.2 Compare and use formal and informal language.
- 10.7.3 Compare and use authentic simple forms of address in a variety of social situations.
- 10.7.4 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, etc.

Standard 8

COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings

Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.

- 10.8.1 Share language and cultural experiences from the American Sign Language classroom with others.
Examples: Use American Sign Language to teach basic vocabulary to friends and family, make simple presentations to family or friends using American Sign Language
- 10.8.2 Recognize and show the influences of the American Sign Language and/or Deaf culture on the community.
- 10.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment.
Examples: Watch movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers
- 10.8.4 Research and present about a local and/or global need that is identified as authentic by Deaf culture.

Grade 11 (comparable to Level III)

Standard 1

COMMUNICATION: Converse in American Sign Language

Learners engage in signed conversations on a variety of topics. (Interpersonal)

- 11.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 11.1.2 Exchange detailed information and opinions in American Sign Language.
- 11.1.3 Make requests and ask different types of questions in a variety of social situations.
- 11.1.4 Use manual and visual strategies that facilitate communication.
- 11.1.5 Use culturally-appropriate non-lingual communication.
- 11.1.6 Use culturally-appropriate non-manual communication.

Standard 2

COMMUNICATION: Comprehend American Sign Language

Learners comprehend American Sign Language on a variety of topics. (Interpretive)

- 11.2.1 Respond to everyday requests, commands, and directions.
- 11.2.2 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.
Example: Apply understanding by sharing a personal experience related to the specific topic of the signed story.
- 11.2.3 Infer meaning and build language skill through recognition of iconic and familiar signs.

Standard 3

COMMUNICATION: Present in American Sign Language

Learners present on a variety of topics in American Sign Language. (Presentational)

- 11.3.1 Retell folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.
- 11.3.2 Present prepared material and student-created material on a variety of topics.
Examples: Reports, student-scripted plays, etc.
- 11.3.3 Sign simple passages in a variety of contexts.

Standard 4

CULTURES: Develop awareness of Deaf culture

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of Deaf culture.

- 11.4.1 Investigate and report on cultural practices of the Deaf culture.
Examples: Traditions, celebrations unique to Deaf culture

- 11.4.2 Describe products, perspectives, and symbols of Deaf culture.
- 11.4.3 Describe factors that influence practices, products, and perspectives.
Examples: History, visual technology, social issues, etc.
- 11.4.4 Recognize the interrelations among the practices, products, and perspectives of Deaf culture.
- 11.4.5 Discuss significant events unique to Deaf culture.
- 11.4.6 Describe contributions from Deaf culture.
Examples: Closed captioning, football huddle, baseball umpire signals, etc.
- 11.4.7 Investigate elements that shape cultural identity in Deaf culture.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.

- 11.5.1 Investigate and report on objects and concepts from other content areas.
- 11.5.2 Integrate content area concepts and skills through relevant activities.

Standard 6

CONNECTIONS: Access and connect information through various visual media

Learners strengthen language proficiency and cultural knowledge by using current digital visual media and authentic resources.

- 11.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming video, etc.
- 11.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.
Examples: Video clips, online newspapers, etc.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 11.7.1 Recognize and use a variety of language structures.
Examples: Parts of speech, compound and complex sentences
- 11.7.2 Compare and use formal and informal language.
- 11.7.3 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 11.7.4 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, etc.

Standard 8

COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings

Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.

- 11.8.1 Share language and cultural experiences from the American Sign Language classroom with others.
- 11.8.2 Investigate and share with others the influences of American Sign Language and Deaf culture on the community.
- 11.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment.
Examples: Watch movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers, research and present about a local and/or global need that is identified as authentic by Deaf culture.

Grade 12 (comparable to Level IV)

Standard 1

COMMUNICATION: Converse in American Sign Language

Learners engage in signed conversations on a variety of topics. (Interpersonal)

- 12.1.1 Initiate, sustain, and close conversations in varied situations.
- 12.1.2 Exchange detailed information and opinions on a variety of topics in American Sign Language.
- 12.1.3 Make requests and ask different types of questions in a variety of social situations.
- 12.1.4 Use manual and visual strategies that facilitate communication.
- 12.1.5 Use culturally-appropriate non-lingual communication.
- 12.1.6 Use culturally-appropriate non-manual communication.

Standard 2

COMMUNICATION: Comprehend American Sign Language

Learners comprehend American Sign Language on a variety of topics. (Interpretive)

- 12.2.1 Respond accurately to complex requests, commands, and directions.
- 12.2.2 Demonstrate comprehension of both authentic and non-authentic American Sign Language through developmentally appropriate tasks.
- 12.2.3 Infer meaning and build language skill through recognition of iconic and familiar signs.

Standard 3

COMMUNICATION: Present in American Sign Language

Learners present on a variety of topics in American Sign Language. (Presentational)

- 12.3.1 Retell folklore, lyrics, poetry and stories of American Sign Language and the related Deaf culture.
- 12.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, plays, PowerPoint presentations, etc.
- 12.3.3 Sign cohesive information in a variety of contexts.

Standard 4

CULTURES: Develop awareness of Deaf culture

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of Deaf culture.

- 12.4.1 Analyze and reflect on cultural practices of Deaf culture.
- 12.4.2 Discuss products, perspectives, and symbols of Deaf culture through guided participation.
- 12.4.3 Explain factors that influence practices, products, and perspectives.

Examples: Politics, social issues, etc.

12.4.4 Explain the interrelations among the practices, products, and perspectives of Deaf culture.

12.4.5 Explain significant events unique to deaf culture.

12.4.6 Explain contributions from Deaf culture.

Examples: Closed captioning, football huddle, baseball umpire signals, etc.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use American Sign Language to expand their knowledge of and make connections among multiple content areas.

12.5.1 Make connections with other content areas through resources intended for native signers.

12.5.2 Design and share activities and materials that integrate American Sign Language and the related culture with concepts and skills from other content areas.

Examples: Puzzles, games, mini-lessons, cadet teaching, etc.

Standard 6

CONNECTIONS: Access and connect information through various visual media

Learners strengthen language proficiency and cultural knowledge by using current digital visual media and authentic resources.

12.6.1 Use digital visual media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.

Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming video, etc.

12.6.2 Use digital visual media and culturally authentic resources to study Deaf culture.

Examples: News broadcasts, etc.

12.6.3 Identify and evaluate resources intended for native signers.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

12.7.1 Recognize and use a variety of language structures.

Example: Mood

12.7.2 Compare and use formal and informal language.

12.7.3 Compare and use authentic forms of address in familiar and unfamiliar social situations.

12.7.4 Compare systems of other cultures and the learner's own culture.

Examples: Educational, political, etc.

12.7.5 Compare and contrast elements that shape cultural identity in the learner's heritage and in Deaf culture.

Standard 8**COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

Learners use their knowledge of American Sign Language and the related Deaf culture both within and beyond the school setting for personal enrichment and civic engagement.

12.8.1 Share language and cultural experiences from the American Sign Language classroom with others.

12.8.2 Investigate and share with others the influences of American Sign Language and the related Deaf culture on the community.

12.8.3 Show evidence of becoming a life-long learner by using American Sign Language and cultural knowledge for personal enrichment.

Examples: Watch movies in American Sign Language, visit a Deaf organization/event, establish video-pal connections with native signers, research and present about a local and/or global need that is identified as authentic by Deaf culture